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ABSTRACT

This document evaluates Project CAUSA (Career Advancement Utilizing Student Abilities), which provides instruction in English as a Second Language (ESL), native language development, and content-area courses, in addition to a career and vocational training program, to 115 students of limited English proficiency (LEP) from Italy and Spanish speaking countries at a high school in Ridgewood, Queens, New York. The project was designed to help recently arrived immigrants in these two language groups in the acculturation process, to provide them with basic skills, and to enhance their appreciation of their native cultures and languages. Program objectives were assessed in English language development, business skills, mastery of the native language, mathematics, science, social studies, and attendance. Student data indicates that : (1) overall, students achieved program objectives for English language achievement; (2) students' overall passing rates in business skills courses were 99% in the fall and 93% in the Spring; (3) Spanish students' gains in native language arts were significant; (4) overall passing rates of both language groups in native language arts met the 75% passing criterion both semesters; (5) passing rates in content-area courses exceeded the 70% passing rate criterion in all courses both semesters; and (6) the attendance rate of program students was higher than the school-wide rate. Recommendations are included for furthering the program's efforts in the areas of cultural awareness, parent/community involvement, and program evaluation. (CG)

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GROVER CLEVELAND HIGH SCHOOL

PROJECT CAUSA

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-830-2608

GROVER CLEVELAND HIGH SCHOOL

PROJECT CAUSA

1983-1984

Principal: Myron L. Liebrader

Director: Aldo Guarnieri

Coordinator: Josephine Leonardelli

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A SUMMARY OF THE REPORT

This program, in its first year of a three-year funding cycle, provided instruction in English as a second language (E S.L.), native language development, and content-area courses, in addition to a career and vocational training program which focused on office and computer skills, to a selected group of approximately 115 newly-arrived students of limited English proficiency (LEP) from Italy and Spanish-speaking countries. Students entered the program with a wide range of educational backgrounds and levels of native language and English proficiency. Many program students suffered interrupted schooling or received fewer years of education than their ages would indicate. Outside school, students used their native languages widely, though not exclusively.

The project's basic philosophy was to help recently-arrived students in the acculturation process, provide them with basic language, academic, and vocational skills while, at the same time, enhancing their appreciation of their native cultures and languages. Due to the special needs of these newly-arrived immigrants, many of whom were from families living in poverty, the program's educational philosophy gave equal emphasis to English language development and career training. It was proposed that students would be fully mainstreamed by the end of their third year in the program, with a gradual transition from bilingual to English-only classes.

Title VII funds supported administrative and support services staff positions. Instructional services and paraprofessional assistance were provided by Chapter I and tax-levy monies. Curriculum materials were developed in Spanish and Italian for typing, office skills, computer literacy, and career guidance. Similar materials were adapted from available materials in English and, in some cases, Spanish. Development activities for staff members included participation in staff training workshops and attendance at monthly department meetings. Career counseling services consisted of direct instruction, curriculum development, field trips, career guidance, an internship program, and job placement services. In addition to the career counseling component, Project CAUSA provided academic and personal counseling, referral services, tutoring, family contacts and advisement, and parent education and involvement programs. Parents of participating students were involved through attendance at Parent/Student/Community Advisory Committee meetings and a winter festival sponsored by the program.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]; business skills (teacher-made examinations); mastery of the native language (Interamerican Series, La Prueba de Lectura and teacher-made tests); mathematics, science, and social studies (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

-- Overall, students achieved the program objective for English language achievement by mastering 1.31 CREST objectives per month in the fall and 1.38 CREST objectives per month in the spring.

-- Students' overall passing rates in business skills courses were 99 percent in the fall and 93 percent in the spring.

-- Spanish-speaking students' gains on La Prueba de Lectura were statistically significant.

-- The overall passing rates of Spanish- and Italian-speaking students in native language arts courses met the 75 percent passing criterion both semesters.

-- Overall passing rates in content-area courses exceeded the 70 percent passing rate criterion in all subjects both semesters.

-- The attendance rate of program students was higher than the school-wide rate, but the difference was not significant statistically.

The following recommendations are aimed at furthering the program's efforts in the areas of cultural awareness and parent/community involvement, and in the evaluation of program achievement:

-- Staff members might enroll in university courses in cultural anthropology, the cultures and/or histories of Latin American countries, and the language and culture of Hispanics and Italians living in the United States. A greater knowledge of research done in these fields and how it relates to education might enable staff members to better understand the problems faced by their students. As an alternative to enrolling in university courses, the project might hold special workshops with invited speakers to discuss similar topics.

-- A better understanding of the conditions the families of participating students face, and of the cultural styles they have developed, might be achieved by having staff members visit communities and homes of students.

-- Efforts might be made to find existing community organizations with resources to offer services that complement those offered by the school, such as E.S.L. classes for parents, and tutoring and afternoon programs for students.

-- The program might review its objectives to detemine which can be realistically addressed and measured, and revise its evaluation design accordingly.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT CAUSA

GROVER CLEVELAND HIGH SCHOOL

Location:	21-27 Himrod Street Ridgewood, New York
Year of Operation:	1983-1984; first year of funding
Target Languages:	Italian and Spanish
Number of Participants:	125 (Fall); 115 (Spring)
Principal:	Myron Liebrader
Project Director:	Aldo Guarnieri
Program Coordinator:	Josephine Leonardelli

I. INTRODUCTION

Project CAUSA (Career Advancement Utilizing Student Abilities) is a three-year bilingual career training and awareness program at Grover Cleveland High School funded by E.S.E.A. Title VII. The 1983-84 year was the first year of operation. The program is intended to serve a selected group of students of limited English proficiency (LEP) who are new arrivals from Italy or Spanish-speaking countries. Program staff members include the project director, a coordinator, two resource teachers, a curriculum specialist (career counselor), and a family assistant. There is also a part-time intern secretary.

COMMUNITY SETTING

Grover Cleveland High School is in District 24 in the Ridgewood section of Queens, just north of the Williamsburg section of Brooklyn. The immediate neighborhood is predominantly a working-class area, with

clean, well-kept two- and three-family homes. The vicinity of the school is tree-lined, with brick row houses and quiet streets. However, as one travels a few blocks south along Metropolitan Avenue, the area becomes industrialized with deteriorated housing.

Although the area is not far from midtown Manhattan, it is isolated because of poor subway train connections. The nearest subway station is a twenty-minute walk from the school. But surface transportation is good, making the school easily accessible from surrounding neighborhoods.

District 24 has one of the highest concentrations of Italian-speaking people in Queens. Its Dekalb Avenue serves as a port of entry for hundreds of Italian immigrants who arrive in New York City every year. Most of these immigrants are from Sicily, and the Sicilian dialect is prevalent in the many Italian specialty shops in the district. Nearby Williamsburg has a high percentage of Hispanic residents; many Hispanics also live in low-income areas of Queens.

In the last year, immigration from Italy has decreased, while the district's Hispanic population has grown.

SCHOOL SETTING

The school building is old but in relatively good condition, with nice landscaping, excellent athletic facilities, well-equipped shops and rooms, and pleasant offices.

Spanish-speaking students make up 29 percent of the enrollment at Grover Cleveland High School; of these Hispanic students, nine percent are classified as LEP. Hispanic enrollment has increased eight percent since 1981-82, reflecting recent demographic changes in Ridgewood and neighboring

areas served by the school. Italian students make up 25 percent of total school enrollment; of the Italian students only one percent are LEP. Eighteen Italian students are enrolled in Project CAUSA. Table 1 presents the home languages of the students in the school and the percent of LEP students in each group.

The LEP students for the most part are the children of skilled, semi-skilled, and unskilled blue-collar workers. Many households are one-parent families, and nearly half are on welfare. Many of the students have jobs after school or take care of younger brothers and sisters. Some Italian parents are reported to have a low regard for education and encourage their children to drop out of school and find jobs.

THE PROGRAM

The core of Project CAUSA's instructional component is the career and vocational training program, which focuses on office and computer skills training. Students are offered three training programs: general office, secretarial, and computer skills. Two bilingual resource teachers are responsible for developing curricula for these programs.

The keystone of the non-instructional component is the career counseling and awareness program, which is coordinated by the trilingual curriculum specialist (career counselor). The curriculum specialist provides direct instruction, career counseling, and curriculum development. He also coordinates field trips to employment agencies and post-secondary educational institutions.

These two aspects of the program are carefully integrated with English language instruction, native language development, and academic content-area course work. The basic philosophy of Project CAUSA is to help

TABLE 1

Home Languages of Students in the School

Language	Number of Students	Percent Total Enrollment	Percent LEP
Spanish	946	29.2	9.4
Italian	894	24.7	1.0
Chinese	41	1.3	19.5
Creole	10	3.0	0.0
Korean	41	1.3	29.2
Polish	20	6.2	70.0
Romanian	30	9.3	33.3
Serbo-Croatian	5	0.2	40.0
Arabic	5	0.2	20.0
Khmer	2	0.1	100.0
Farsi	6	0.2	33.3

- Italian- and Spanish-speaking students comprise the largest groups at the school.
- Other LEP students include speakers of Asian, European, and Middle Eastern languages.

students in the acculturation process, provide them with the basic language, academic, and vocational skills, and enhance their understanding and appreciation of their native cultures and languages. Students are encouraged to consider post-secondary educational opportunities. It is felt that training in work-related skills and awareness will help make further education a reality for these students, most of whom come from poverty-level families.

Because Project CAUSA is in the first year of operation, this report will focus on those aspects of the program which are most central to serving the students' educational needs. These are as follows:

- the educational philosophy and language policy;
- the instructional component, particularly English language instruction, and vocational training; and
- the career counseling and awareness program.

II. STUDENT CHARACTERISTICS

Ninety percent of the program students are native speakers of Spanish. The majority of the Hispanic students were born in Puerto Rico and Ecuador. The remaining Hispanic students are from the Dominican Republic, Spain, the United States, and several Central and South American countries. Nine percent of the program students are from Italy and are native speakers of Italian. (See Table 2 for a presentation of program students by country of birth.)

Students enter the program with a wide range of educational backgrounds, from almost no education to secondary education in their countries of origin. Most have at least basic literacy skills in their native language, but English proficiency varies widely. Outside school, students use their native languages widely, though not exclusively. In school, they use both native languages and English in informal communication.

Many program students have suffered interrupted schooling, or because of a lack of educational opportunities in their native countries, have received fewer years of schooling than their age would indicate. The majority of program students are overage for their grade placement (see Table 3). For student information on gender by grade see Table 4; for time spent in the bilingual program see Table 5.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	38	34
Dominican Republic	7	6
Mexico	2	2
Honduras	4	4
Guatemala	2	2
El Salvador	9	8
Nicaragua	1	less than 1
Colombia	4	4
Ecuador	26	23
Peru	4	4
Uruguay	1	less than 1
Spain	1	less than 1
United States	3	3
Korea	1	less than 1
Italy	10	9
TOTAL	113	100

- Ninety percent of the program students are native speakers of Spanish, the majority of whom are from Puerto Rico and Ecuador.
- Three U.S.-born students are also native Spanish speakers.
- Nine percent of the students were born in Italy.
- One Korean-born student was reported to be enrolled in the program.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
15	5	3	0	0	8
16	10	11	5	1	27
17	7	16	10	2	35
18	3	6	10	2	21
19	0	0	3	8	11
20	0	0	1	5	6
22	0	0	0	1	1
TOTAL	25	36	29	19	109
Overage Students					
Number	20	22	14	14	70
Percent	80	61	48	74	64

Note. Shaded boxes indicate expected age range for grade.

- Sixty-four percent of the program students are overage for their grade placement.
- The highest percentage of overage students is in grade nine.

TABLE 4

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	19	73	7	27	26	23
10	24	63	14	37	38	34
11	9	31	20	69	29	26
12	4	21	15	79	19	17
TOTAL	56	50[a]	56	50[a]	112	100

[a]Percent of program students.

- Male students outnumber females in grades nine and ten, but females outnumber males in grades eleven and twelve.
- The program served an equal number of male and female students.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	7	8	3	4	22
1 Academic Year	18	30	25	15	88
TOTAL	25	38	28	19	110

[a]Rounded to the nearest year.

- Eighty-eight (80 percent) students have been in the program one academic year.
- Twenty-two (20 percent) students entered the program at various times during the school year.

III. PROGRAM DESCRIPTION

HISTORY

Project CAUSA is a three-year project to institute a bilingual career program at Grover Cleveland High School for newly-arrived Spanish- and Italian-speaking immigrants. As such, it is an extension of the Basic Bilingual Program funded under Title VII from 1979-82, and which has continued in modified form under tax-levied funds. During the final year of Title VII funding (1981-82), the project coordinator wrote a proposal for Project CAUSA, but it was not approved. The O.E.A. Final Evaluation Report (March, 1983) recommended resubmission, citing "the pressing need for career bilingual education in Queens." The proposal was revised and resubmitted and received Title VII funding for three years (1983-86). The 1983-84 year was the first year of operation.

PHILOSOPHY

The basic philosophy of Project CAUSA is that participating students have excellent career potential because of their knowledge of Spanish or Italian. At the same time, because they are newly-arrived immigrants, many from families living in poverty, they have special needs which must be met if that potential is to be realized. The Project CAUSA educational philosophy therefore gives equal emphasis to English language development and career training.

The CAUSA language policy, as stated in the proposal, stresses "the acceptance and valuing of the pupil's native tongue," development of oral language skills prior to literacy skills, and the achievement of literacy

in the native tongue as a prerequisite to literacy in English. Refinement of native language skills is used to introduce the student to the content areas of math, science, social studies, "and all other facets of the curriculum which demand the processing of information presented through print."

The overall educational goals include making "academic subjects more meaningful by stressing their practical and work-related aspects," and integrating the various curriculum areas included in the instructional program.

ORGANIZATION

The project coordinator is in charge of operations for Project CAUSA. She is supervised by the project director, who is chairperson of the foreign language department. Figure 1 shows how the program is administered.

PERSONNEL AND FUNDING

Title VII Personnel

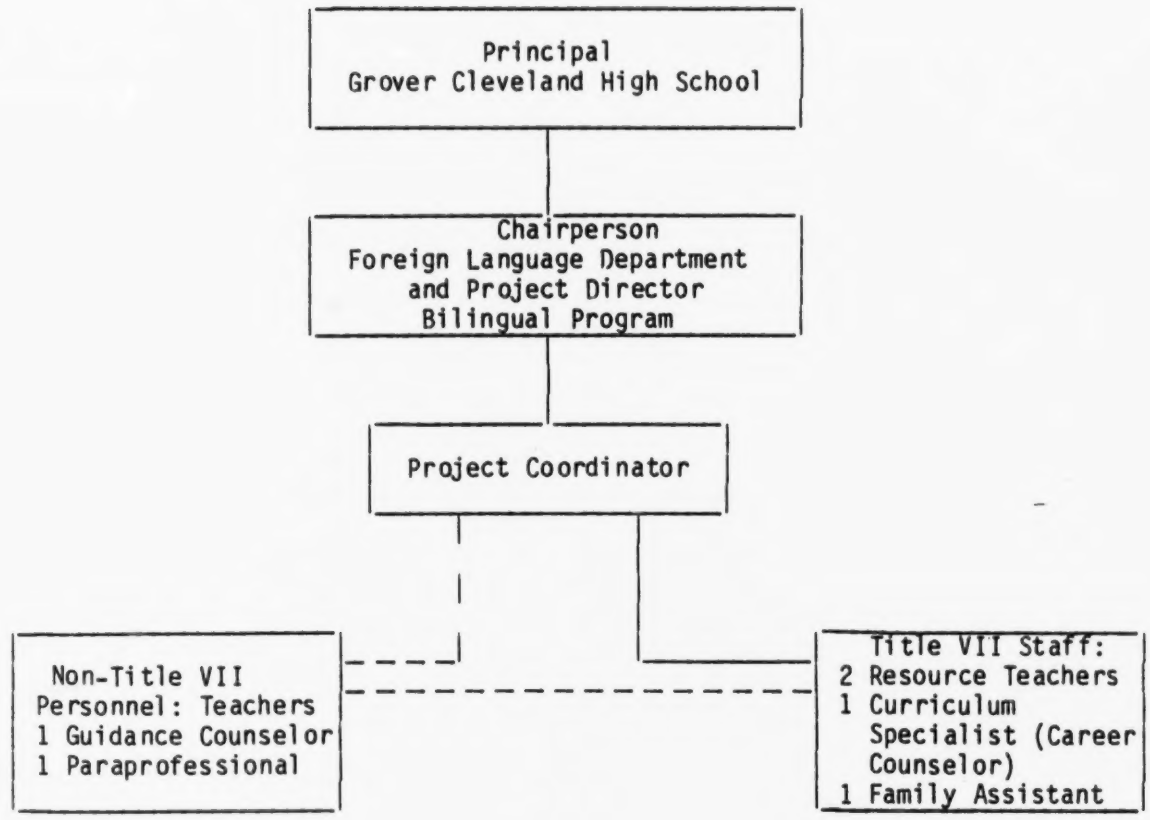
Title VII funds support the project coordinator, two bilingual resource teachers, one trilingual (English/Italian/Spanish) curriculum specialist (career counselor), and one family assistant. One of the resource teachers speaks Italian, Spanish, and English.

Non-Title VII Personnel

The program provides services supported by funds from Chapter I and tax levy (New York City Board of Education funds). Chapter I supports two teachers of English as a second language (E.S.L.) and one paraprofessional. The tax levy funds the positions of the project director, a trilingual guidance counselor, two Spanish teachers, and the content-area teachers.

IGURE 1

Project CAUSA Program Organization



GOALS AND OBJECTIVES

The basic goals of the program are stated in the proposal as follows:

- the full realization of student academic performance potential in the main subject areas,
- the preparation and orientation of bilingual students from the historically underserved sector into practical career training programs either as a long-term occupational goal or as a means of earning an income while pursuing further studies, and
- the prevention of student dropout.

Students are to be fully mainstreamed by the end of three years in the program, with gradual transition from bilingual to English-only courses.

With a view toward successful transition while strengthening the students' knowledge of and pride in their cultural heritage, the program established as its objectives the improvement of:

- English language skills,
- basic academic skills,
- business and office skills,
- knowledge of career options,
- native language arts,
- ethnic culture understanding, and
- attitudes toward school.

A full listing of the program's instructional and non-instructional objectives has been included as Appendix A.

PLACEMENT AND PROGRAMMING

Students are placed in the program on the basis of the following criteria:

- a score below the twentieth percentile on the Language Assessment Battery (LAB), and a higher LAB score in Spanish (for Hispanics);
- recent arrival to the United States;
- recommendations by counselors at Grover Cleveland High School;
- results of CREST examination to facilitate placement in E.S.L. classes;
- testing in native language proficiency and mathematics proficiency; and
- review of academic records.

Both standardized and teacher-prepared tests are used to assess students' eligibility, their specific language abilities, and their academic achievement. The guidance counselor and project coordinator interview each student in both English and their native language (Spanish or Italian).

After careful evaluation of the student assessment information, programs are developed in cooperation with the guidance counselor, resource teachers, and the career counselor.

MAINSTREAMING

It is proposed that students will be mainstreamed by the end of their third program year. Project CAUSA's mainstreaming policy is based on that of the former Basic Bilingual Program: mainstreaming as a gradual process. Teachers of bilingual content-area classes will use the native language for instruction at the beginning of the academic year, and will gradually move toward increased use of English.

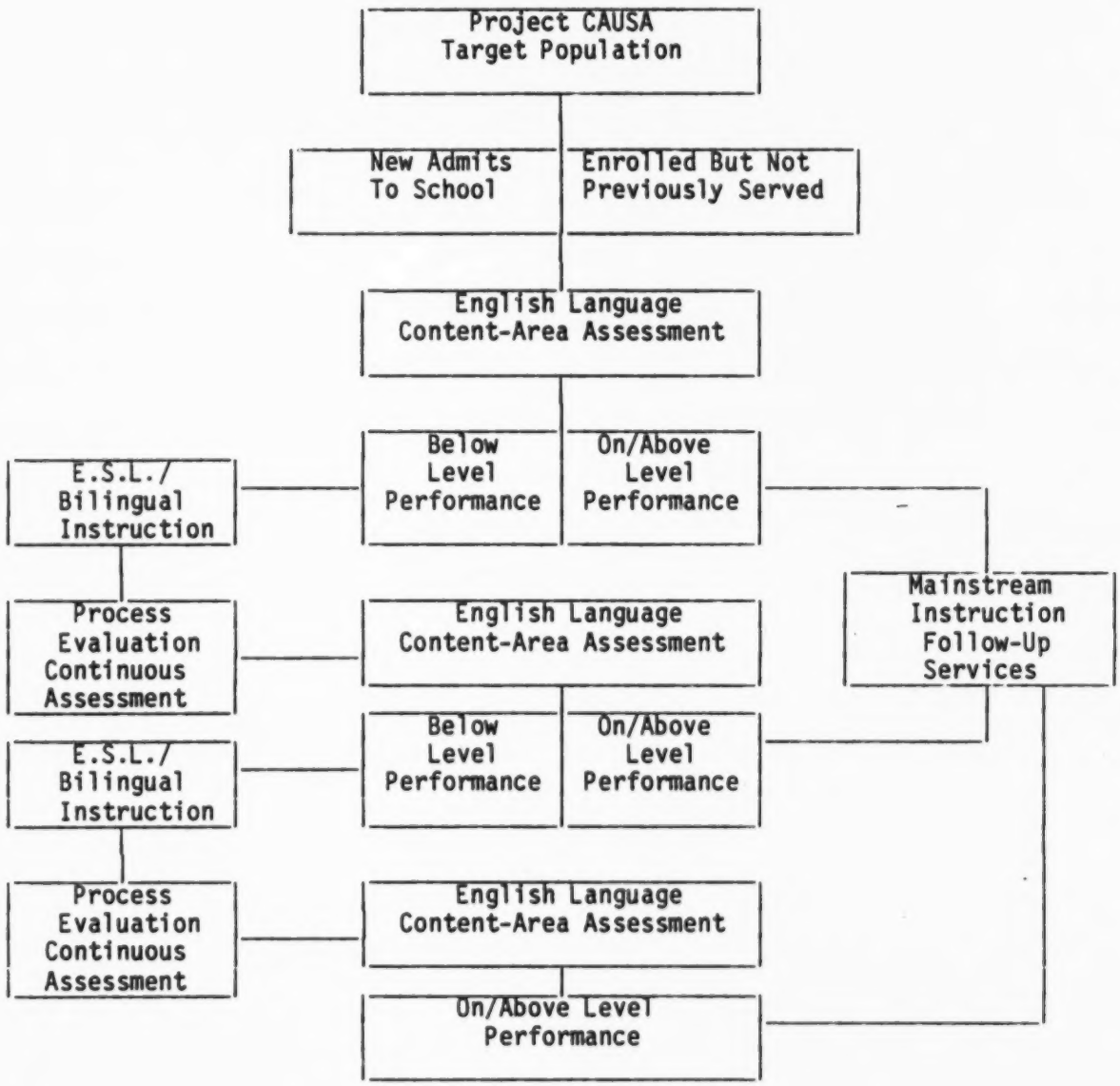
One bilingual social studies (Spanish/English) class observed (April 1984) was conducted largely in Spanish, with the instructor carefully introducing English equivalents to Spanish terms and expressions. Students responded in English when requested and seemed comfortable in doing so. They also joked with the teacher in both Spanish and English.

Staff members expect that most students will first be mainstreamed into math and science classes, then into social studies and other content courses. The project director pointed out that more complex inferential language skills are required in social studies.

Students are regularly evaluated for English language development and content-area achievement to determine an optimum mainstreaming program for them. All decisions are discussed with parents. Figure 2 presents a flow chart of methods for student placement and mainstreaming.

FIGURE 2

Methods Used to Select Students and Procedures for Mainstreaming



IV. INSTRUCTIONAL COMPONENT

OVERVIEW

The business career program is the core of Project CAUSA's instructional component. Students are offered a choice of one of the following occupational sequences: general office, secretarial, or computer. Each sequence is integrated with course offerings in E.S.L., social studies, math, native language skills, science, and art or music.

In classes taught in Italian or Spanish, students are gradually introduced to English vocabularies and English summaries of course content. As they master appropriate terminology they are encouraged to use English.

A member of the evaluation team observed classes in beginning E.S.L., E.S.L. writing clinic, advanced placement Spanish language, advanced Spanish literature, and bilingual Spanish/English typing, office skills, and social studies. In all classes there was a relaxed, yet task-oriented atmosphere. Students received a good deal of individual attention from teachers and the E.S.L. paraprofessional, a practice facilitated by the relatively small class size. Teachers interviewed expressed a concern with utilizing the students' native language skills as a way of building a strong base for eliciting student interest, improving academic achievement, and developing English literacy skills. Oral and written language skills were not treated as separate and unrelated, but were carefully integrated to reinforce each other.

In addition, course content was related both to the students' native

cultures, and to their vocational needs. An example of the former was observed in the advanced Spanish literature class where students were giving oral reports of Latin American cultural figures, such as Jose Marti of Cuba, and were studying the forms and specific rhythms of Latin American poetry. An example of the latter was observed in a typing class where students were learning to compare Spanish and English business letter formats.

ENGLISH AS A SECOND LANGUAGE

All program students receive E.S.L. instruction, with ten class periods a week in E.S.L. 1 and 2, and five periods a week in E.S.L. 4 and 5, and in the E.S.L. writing clinic. Although classes are taught entirely in English, teachers were observed using Spanish words, phrases, and idiomatic expressions to maintain rapport and give recognition to the students' native language where possible.

The E.S.L. writing clinic class emphasizes development of literacy skills in a variety of genres, including poetry, narrative, business formats, and dramatic dialogue. A member of the evaluation team observed students in this class working in groups writing dialogues which students would later present in dramatic readings to the class. In this way oral and written skills were closely linked, students were encouraged to work cooperatively, and were provided an audience for their written work. Student participation was very active with students clearly enjoying the writing process and devoting considerable effort and concentration to the task. The students worked well without the need for constant supervision by the teacher, who was thereby free to move from group to group providing

the specific assistance each group needed for improving their jointly-written dialogues.

The paraprofessional assistant was observed in E.S.L. 2 moving about the room providing individual assistance to help students keep up with the day's lesson, answering questions, and evaluating students' work. Detailed information related to E.S.L. offerings is presented in Appendix B.

NATIVE LANGUAGE

Classes in Italian and Spanish are taught exclusively in those languages, with one teacher in charge in each class. Classes cover literature and language study. The advanced placement Spanish language class was observed in a lesson on the phonetics of Spanish spelling. The advanced Spanish literature class was studying the poetry of various Latin American countries. Appendix C presents detailed information on the native language courses offered to program students.

CONTENT-AREA COURSES

Content-area courses are taught bilingually, in Italian or Spanish and English, with the amount of English instruction varying according to subject and students' English language ability. The bilingual Spanish world history class observed was conducted about 70 to 80 percent in Spanish, which was consistent with the language policy guidelines of the project as stated in the proposal: "Substantive subjects will be taught... using the native language as the medium of instruction 80 percent of the time in the ninth grade, 60 percent in the tenth grade, and 40 percent of the time in the eleventh-grade social studies class." The teacher translated terms such as "The Renaissance," "Invention of Printing," and

"Beginning of Modern Times," from Spanish to English and wrote them in English on the board.

The teacher used Spanish to evaluate student performance ("muy bien," "correcto"), to question them, and to explain. He had students read passages aloud from their English textbooks, and asked them to explain the passages in English using their own words. When students faltered in their spoken English, he asked for explanations in Spanish, thus assuring the opportunity to monitor their understanding of the written English text. Student interest in the lesson was high, as indicated by at least three-fourths of the students eagerly raising their hands at each of the teacher's questions.

One student made a joke in Spanish based on a bilingual Spanish/English pun, to which the teacher responded with appreciation. This encouraged other students to add to the humor by repeating or adding further language play. These subtle processes of interaction and language play may enhance the students' awareness of language and of their own learning process in acquiring English.

The New York City Board of Education curricula are used in content-area courses, supplemented by extensive materials developed by the bilingual staff at Grover Cleveland. One teacher noted a shortage of good math materials in Italian, however.

Students receive credit toward graduation for courses in biology, math, and social studies. These classes were exclusively for program participants. One teacher is in charge of each class, with a paraprofessional assistant in bilingual Spanish biology and bilingual Spanish math. A detailed listing of bilingual content-area instruction is included as Appendix D.

SPECIALIZED COURSES

Bilingual Spanish or Italian and English courses are offered in typing, office skills, and computer literacy (see Appendix E). Speed writing, word processing, as well as secretarial and school office internships are to be offered in the second and third years of the project.

A member of the evaluation team observed one class each of bilingual Spanish typing and office skills. Classes are conducted primarily in Spanish or English on alternate days. The teacher used English almost exclusively on the days observed. In typing, students first did a "warm-up" by typing eight Spanish words written on the board. This was part of regular vocabulary lessons assigned as homework. They then typed Spanish paragraphs with a time limit to develop speed. Students asked questions in Spanish, but gave definitions of vocabulary words in English, as requested. The teacher responded to questions in English, switching to Spanish for clarification when students did not fully understand.

In office skills, students were typing resumes and letters of application in English for actual jobs they had found advertised in local newspapers. They were to apply for these jobs and attend job interviews if granted. The teacher worked both with individual students and with the class as a group, providing pointers on good business English and on using written language to convey to a prospective employer the applicant's sincerity, positive attitude, and courtesy.

In both classes a positive, business-like atmosphere prevailed. Students understood assignments and began to work immediately upon entering the class, without prompting by the teacher.

V. NON-INSTRUCTIONAL COMPONENT

OVERVIEW

The main activities of project staff outside the classroom include developing curricula, providing services such as programming, field trips, career counseling, staff development, and attempting to involve parents in school activities.

CURRICULUM DEVELOPMENT

The program proposed to develop curricula in E.S.L. typing and bilingual career exploration. During the 1983-84 academic year, program staff developed materials in Spanish and Italian for typing, office skills, computer literacy, and career guidance thus meeting the program objective. Typing, office skills, and computer literacy materials were adapted from available materials in English, and in some cases, Spanish. All materials parallel those offered in mainstream programs, and will be expanded in the next two years.

CAREER COUNSELING

Because the career counseling program is a keystone of Project CAUSA, it will be described in some detail here. The program includes direct instruction, curriculum development, field trips, career guidance, an internship program, and job placement services. The trilingual career counselor, funded full-time by Title VII, is responsible for coordinating these services, for developing the career guidance curriculum, and for making contacts with both employers and the New York State Employment Service.

The program proposed that students would attend on-site group guidance sessions related to personal and social growth and career education. To fulfill this objective, the career counselor introduced eleventh- and twelfth-grade students to career fields and decision-making processes regarding career choices. These group presentations were in English, while Italian or Spanish was used when needed for individual guidance sessions. Career fields instruction included reviews of major career areas such as the air transport industry, computer and information services, the military, and banking. Students were required to research a career area thoroughly, using both library research and observations or field trips to compose a written report in English.

Speakers representing various companies and agencies were also invited to come to school to present career and job information at group guidance sessions. For example, this year representatives of the military and Morgan Guaranty Trust Company gave presentations to students.

The career counselor also made trips to employing agencies to explore particular career fields. This year for example, he visited Camp Lejune, North Carolina, and planned a trip to AFCO Industries in Stanford, Connecticut to explore electronic and technical fields. These trips enable the career counselor to become familiar with the specific skill needs of particular employers and the kinds of behavior and appearances they look for in job applicants.

Field trips are an important component of the career program, although the career counselor noted that they are difficult to organize because of scheduling conflicts and the difficulty of ensuring that signed parent permission forms are returned promptly. Thirty students attended a trip

to J.F.K. airport to explore careers in the air industry, including aircraft technicians and mechanics, flight attendant, air controller, and officer worker. Other trips this year included Elmhurst General Hospital and Queensborough Community College. A trip to Exxon in New Jersey was planned. These visits provided students with the opportunity to experience actual conditions of work, to observe workers on the job, and to question employees about their own careers.

The career counselor also helped students find part-time or summer employment, informing them of opportunities offered through the New York State employment counselor's office in the school. The program proposed that as a result of these activities, 65 percent of the students seeking a part-time job would obtain employment after school hours or during the summer vacation period. Although specific data were not provided on this objective, at the time of a site visit (May 1984) a summer internship program was being planned. The career counselor expected most students to be placed in summer volunteer programs, such as the New York City Summer Youth Employment Program. The bilingual guidance counselor handles placement in these programs.

The career counselor noted that another important function of the career program was to encourage students to remain in school and to go on to two- or four-year colleges for further training.

In addition to the instructional materials developed by the career counselor, materials were also supplied by the Bureau of Educational and Vocational Guidance (New York City Board of Education) including filmstrips, visual aids, tests, and supplies.

RESOURCES

The library at Grover Cleveland has a substantial collection of materials in Spanish and Italian, including novels, textbooks, and periodicals. A foreign-language corner was set up, along with a special reference section for Spanish materials. The bilingual and foreign-language offices also served as resource rooms.

SUPPORTIVE SERVICES

In addition to the career counseling program described above, Project CAUSA provides academic and personal counseling, referral services, tutoring, family contacts and advisement, and parent education and involvement programs.

The trilingual guidance counselor provides academic and personal counseling and referral services. All staff members are involved in tutoring. The family assistant makes home visits when requested, or contacts parents by telephone to discuss attendance, homework, student attitudes, or to provide information regarding social and community services. The coordinator and project director provide support and additional services where needed. The project director and coordinator also hold monthly meetings with parents to encourage involvement in the program, and to inform them of job and educational opportunities for their children.

On college night, the guidance counselor held a special session to inform parents of participating students about opportunities offered by city and state colleges, including bilingual programs.

STAFF DEVELOPMENT

All teachers in the program hold advanced degrees and have extensive

preparation at the university level (see Appendix F). None took additional university courses in 1983-84.

The program proposed that 90 percent of the staff would participate in a program of "professional visits and intervisitations." To achieve this objective all staff members participated in staff training workshops organized by the project director, coordinator, or curriculum specialist. All project staff members also participated in training activities, including monthly department meetings and weekly workshops. Topics covered included current school policies, changes in school or state academic requirements, lesson planning, career awareness, mainstreaming policy, effective use of paraprofessional assistants, testing, integrating reading and writing with content-area courses, and classroom management. These activities were organized and involved presentations by the project director, coordinator, and curriculum specialist (career counselor). The project coordinator also participated in a New York State Education Department Title VII evaluation workshop.

PARENTAL INVOLVEMENT

The program proposed that 50 percent of the members of the project advisory committee would attend at least 50 percent of the committee meetings held during the year. The Parent/Student/Community Advisory Committee met monthly with the project director and coordinator at Grover Cleveland. As approximately ten to twenty parents attended each meeting, the program objective was successfully achieved. The program also proposed that 90 percent of the staff would establish effective communication with the parents of 80 percent of the students enrolled in the program. Although data on program conference and home contact records were not

provided, it was reported that in general, maintaining parent involvement is difficult as many parents work during the day and do not have time or energy to come to the school in the evening.

The most successful event involving parents was the winter festival. About seventy program students organized an international program of dance, music, and native costumes and performed for the school during the day, and for parents at night. Several staff members cited this activity as particularly successful and popular with staff, students, and parents.

STUDENT ACTIVITIES

The program proposed that 80 percent of the students would develop a more positive self-image and appreciation of their Hispanic or Italian heritage. Although data for student attendance at cultural or extra-curricular activities were not provided to assess the objective, it was reported that students participated in a number of school-wide extra-curricular activities, most notably the Italian and Spanish clubs, the Language Magazine, and the multilingual literary magazine.

VI. STUDENT ACHIEVEMENT AND ATTENDANCE

This section presents the evaluation findings concerning student achievement and attendance presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ACQUISITION OF ENGLISH SYNTAX

-- Program students enrolled in the E.S.L. sequence will master an average of 1.0 objectives per month of instruction on the Criterion Referenced English Syntax Test (CREST).

The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction (adjusted for each student's actual attendance).

Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 6 presents the test results for students who were pretested and posttested with the same test level during each semester.

Data were available for 70 students in the fall semester and for 56 students in the spring semester. Examination of Table 6 reveals that overall, the program objective was met. Students achieved 1.31 objectives per month in the fall and 1.38 objectives per month in the spring.

In the fall, an average of approximately 1.5 objectives per month was mastered by students who were tested on CREST Levels I and II. The rate of mastery for students who were tested on CREST Level III was less than one objective per month. In the spring, students who were tested on CREST Levels I and II mastered an average of two objectives per month, while students tested on CREST Level III mastered less than one objective per month.

Students tested at Level III had lower performance rates than those tested at lower levels, partly because mastery of objectives takes longer at that level. The program objective assumes that progress across levels is linear; the lower achievement at Level III which is found frequently among students in bilingual/E.S.L. high school programs, suggests that it is not.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	28	9.00	13.07	4.07	2.31	1.73
II	12	13.67	16.33	2.67	2.26	1.24
III	30	8.60	10.90	2.30	2.42	0.95
TOTAL	70	9.63	12.70	3.07	2.35	1.31
			Spring			
I	21	10.1	15.52	5.43	2.60	2.14
II	4	9.0	14.25	5.25	2.55	2.05
III	31	9.87	12.00	2.13	2.79	0.77
TOTAL	56	9.89	13.48	3.59	2.70	1.38

*Posttest minus pretest.

- Overall, students mastered more than one objective per month of instruction. Thus, the program objective was achieved both semesters.
- The performance of Level I and II students improved from fall to spring.

VOCATIONAL COURSES

-- The percentage of program students passing bilingual business skills classes will be at least equal to that of the mainstream.

Table 7 presents comparative information on the passing rates of program and mainstream students in selected business skills courses, as furnished by the program coordinator. The achievement rate for program students is higher than for mainstream students in each case. However, since the number of students involved is unknown, it can not be determined which differences are statistically significant.

TABLE 7

Percentage of Students Passing Program and Mainstream Business Courses

Course	Program Students	Mainstream Students
Typing 1	73	65
Office Skills	100	73
Computer Literacy	84	57

Table 8 illustrates the number of program students attending other business skills courses and the percent passing teacher-made examinations. No data were available for comparable mainstream classes. Students' performance was found to be very high.

TABLE 8

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Business Skills Subjects

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Business Skills	-	-	-	-	16	88	12	100	28	99
Spring										
Business Skills	2	100	6	83	13	92	6	100	27	93

Note. Courses include stenography, office machines, record keeping, and other business electives.

•Overall, passing rates were high.

NATIVE LANGUAGE ARTS

-- Seventy-five percent of the program students enrolled in native language arts programs will complete successfully the course content.

The instrument used to measure gains in reading and writing for Spanish-speaking students was the Prueba de Lectura, Level III. The Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The purpose of the series is to compare achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The Prueba de Lectura, Forms CE and DE, level 3, corresponds to grades 4-6 in the norming sample of students in Puerto Rico. However, the publishers recommend that local norms be developed for tests.*

The Prueba de Lectura was administered in the fall and again in spring. The pretest and posttest raw score means and standard deviations are presented in Table 9. Data for both tests were available for 74 program students. Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pretest and posttest mean scores is larger than would be expected by chance variation alone.

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Another index, the effect size (E.S.), was computed to provide an index of improvement in standard deviation units regardless of the sample size; a change of .5 standard deviations or higher is generally considered to be a meaningful change.

Gains in posttest mean reading and writing scores were found to be statistically significant in all four grades. Considering all indices of improvement, the greatest gains were achieved by eleventh-grade students. The large effect size confirms that the mean gains were meaningful.

Native language achievement was also assessed by examining the passing rates of Spanish- and Italian-speaking students on teacher-made examinations in native language arts courses. The program set as its objective that 75 percent of the students would receive a passing grade.

Table 10 presents the achievement of students taking courses in Spanish and Italian. Overall, the program objective was met both semesters. Italian-speaking students achieved the objective at every grade level both semesters. Spanish-speaking students achieved a 75 percent passing rate at every level except ninth and tenth grade in the fall, and ninth grade in the spring.

TABLE 9

Native Language Reading Achievement
(Spanish-Speaking Students)

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the Prueba de Lectura, Level 3, by Grade

		Pretest		Posttest			
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Effect Size
9	13	61.1	21.0	74.2	18.6	13.1*	0.6
10	26	60.5	23.5	71.9	23.4	11.3**	1.1
11	23	81.5	51.4	94.1	48.7	12.6**	1.4
12	12	74.4	19.1	81.5	18.3	7.1**	1.5

*Statistically significant at .05

**Statistically significant at .01

•Gains made by students in all four grades were statistically significant.

TABLE 10

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Italian and Spanish Language Courses

Course	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N[a]	% Passing	N[a]	% Passing	N[a]	% Passing	N[a]	% Passing	N[a]	% Passing
FALL										
Italian	2	100	-	-	3	100	3	100	8	100
Spanish	11	46	22	68	18	89	10	100	61	75
SPRING										
Italian	2	100	-	-	2	100	2	100	6	100
Spanish	15	60	26	77	22	86	9	100	72	79

[a]Number of students attending courses.

- Overall, the program objective was achieved by students in both language groups both semesters.
- However, Hispanic ninth graders were unable to reach the 75 percent criterion either semester and tenth graders were unable to reach it in the fall.

CONTENT-AREA COURSES

--The percentage of program students passing the substantive subjects will be as great as those of the mainstream students.

Table 11 presents comparative information on the passing rates of program and mainstream students on selected subject-matter courses, extracted from school records and furnished by the project director. The percentage of program students passing subject-matter courses was greater than the percentage of mainstream students who passed; thus, the program objective was met. However, since the number of students in each group was not available, it could not be determined if the differences were statistically significant.

Table 11

Percentage of Students Passing Program and Mainstream Content-Area Courses

Course	Program Students	Mainstream Students
Biology	71	67
Social Studies (9th grade)	70	63
Social Studies (10th grade)	75	61
American Studies	100	80
Algebra 1	78	66
Fundamentals of Math	66	42

In addition, data presented in Table 12 show that the overall passing rates of students who were reported as enrolled in mathematics classes were 75 percent in the fall and 81 percent in the spring. The overall passing rates in science courses were 80 percent in the fall and 78 percent in the spring. Finally, the overall passing rates in social studies courses were 85 percent in the fall and 73 percent in the spring.

In general, passing rates were found to be high, particularly for eleventh- and twelfth-grade students who achieved 100 percent passing rates in social studies and science during the fall and in math and science during the spring.

TABLE 12

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
FALL										
Mathematics[a]	14	71.4	-	-	23	82.6	14	64.3	51	74.5
Social Studies[b]	15	73.3	21	81.0	19	100.0	16	81.3	71	84.5
Science[c]	12	58.3	20	80.0	14	100.0	9	77.8	55	80.0
SPRING										
Mathematics	8	62.5	24	58.3	24	87.5	11	100.0	67	80.6
Social Studies	16	68.8	18	83.3	22	63.6	10	80.0	66	72.7
Science	13	76.9	22	72.7	18	77.8	5	100.0	58	77.6

[a]Includes remedial math, fundamental math, geometry, algebra, R.C.T. preparation, computer programming, and Spanish high school equivalency in math.

[b]Includes world geography/culture, world history, American history, economics, American culture, and "other" high school social studies.

[c]Includes biology, chemistry, hygiene/health ed., and "other" high school science.

ATTENDANCE AND DROPOUT

--The dropout rate of program students will be at least 20 percent less than the dropout rate of the mainstream students.

--Program students will demonstrate a rate of attendance which will equal or surpass the school-wide rate.

Since dropout data for both program and mainstream students were not provided, the objective could not be assessed. Attendance rates for program students are presented in Table 13 by grade. The program attendance rate (87 percent) was five percentage points higher than the school-wide attendance rate (82 percent). The program's attendance objective was met. A z-test* (z=1.43) for the significance of the difference between proportions indicated that the difference in attendance rates was not statistically significant.

Table 13

Attendance Percentages of Program Students

Grade	Number of Students	Mean Attendance	Standard Deviation
9	19	81.7	14.1
10	31	85.8	11.4
11	27	89.4	7.6
12	15	92.9	5.9
Total	92	87.2	10.8

School attendance rate = 82.31 z = 1.43

*Bruning, James L. and Kintz, B.L. Computational Handbook of Statistics, 1968 p. 197.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In its first year of funding, Project CAUSA is making excellent progress in its goal of establishing a much-needed bilingual career training program for Spanish- and Italian-speaking LEP students. The language policy of gradual transition to English was being carefully implemented in content-area and vocational-training classes observed by the evaluation team. In addition, students were provided ample opportunity to develop literacy skills in their native language as a basis for literacy in English. Course content was carefully linked, where possible, to vocational and work-related skills, particularly in the typing and office skills classes observed.

Opportunities for students to develop English language skills were ample not only in E.S.L. classes, but in content-area and vocational classes as well. Teachers used a variety of methods to expand the students' English language skills, placing equal emphasis on oral, reading, and writing skills, moving freely from native language to English and back again to maintain student understanding and interest.

Student achievement was high and proposed student achievement objectives were met in English language development, mastery of the native language, and attendance. Comparisons made between program and mainstream students' achievement in content-area and business courses showed that program students had higher passing rates; program students' overall passing rates exceeded 70 percent in content-area courses and 90 percent in business skills subjects both semesters.

skills training, English and native language development, and content-area coursework were supplemented by a rich and diverse career guidance program. The emphasis of that program on "hands on" research, observation, and experience should prove particularly valuable to students in the next two years of the Title VII funding cycle. The ongoing development and success of this program should be carefully monitored during these two years, as it may prove to be a model for other public high schools.

Knowledge of and pride in native language and culture was strengthened through native language classes and extracurricular activities such as the language fair and winter festival. More importantly, teachers showed considerable respect for students' native language and were very concerned to help students become fluent literate bilinguals.

Although all of the objectives proposed could not be evaluated because data were incomplete or unavailable, the school principal said he is well satisfied with the success of Project CAUSA and will take the necessary steps to incorporate it into the regular tax-levy program following termination of Title VII funding.

RECOMMENDATIONS

Project CAUSA appears to be an effective program with significant potential for enhancing students' career training and awareness. If fully documented and rigorously evaluated over the three years of Title VII funding, it may well serve as a model for similar programs in other public high schools in New York City. To do this, it must improve data collection and reporting to measure each objective proposed. There are two program areas which would benefit from further development: the enhancement of

cultural awareness and parent/community involvement. Because these areas are closely related, most of the following recommendations are relevant to both. It should be noted that project staff made a considerable effort to develop both of these program components. These recommendations are intended to further that effort, and are based on observations and discussions with personnel involved, and familiarity with recent research in culture and education.

1. It was noted that no staff members enrolled in university classes during the 1983-84 school year. Staff members might enroll in courses in cultural anthropology, the cultures and/or histories of Latin American countries, and the language and culture of Hispanics and Italians residing in the United States. Cultural awareness in the program was largely defined in terms of high culture (the literary greats of various nations) or folk culture (the songs, dances, music of the different countries of origin). Culture, from an anthropological point of view, includes the everyday communicative practices, ordinary values and beliefs, and day-to-day ways of interpreting, understanding, and expressing group and indi.idual experience. There is a great deal of recent research showing how deep these practices go in people's experience of schooling. More knowledge of this research, of the pervasiveness and variability of culture, and of how it relates to education and pedagogy would benefit staff and help them to better understand the students' problems.

As an alternative to enrolling in university course work, the project might hold special workshops with invited speakers to discuss such topics as: the definitions of culture, cultural variability in the U.S. and in

the Latin American regions where most of the students come from, in the history of those regions, and immigration patterns.

2. The anthropological view of culture suggests that each cultural group molds its own cultural ways, communicative practices, and understandings as a response to social and economic conditions. A better understanding of the conditions the families of participating students face, and of the cultural styles they have developed, might be achieved by having more staff members visit communities and homes of students. Efforts to bring parents to school -- a continuing problem -- might be enhanced by finding ways to bring the school to the home and community.

3. Communities often have resources that are of educational value, even though community members themselves might not be aware of them. Efforts might be made to find existing community organizations with resources to offer services that complement those offered by the school, such as E.S.L. classes for parents, and tutoring and afternoon programs for students. Programs such as these already exist in some areas of the city (such as one sponsored by the Title VII-funded Bilingual Community Education Project at City College), and can provide a model, or resources, for Grover Cleveland.

4. The program might review its objectives to determine which objectives it can realistically address and measure, and revise its evaluation design accordingly. Then it might ensure that the record-keeping, documentation, and data reporting necessary to measure each objective take place. O.E.A. ought to be consulted for assistance in these matters early in the program year.

VIII. APPENDICES

APPENDIX A

THE EVALUATION DESIGN

The evaluation of PROJECT CAUSA will consider the instructional and training objectives as outlined below.

A. Instructional Objectives

Objective 1

As a result of participation in the program, students enrolled in the ESL sequence will master an average of 1.0 objective per month of treatment.

1. Instrument

Criterion Referenced English Syntax Test (C.R.E.S.T.)

2. Data Analysis Procedures

Calculate the mean number of objects mastered per month of treatment.

3. Time Schedules

Fall - pre-test: October 1983
post-test: January 1984

Spring - pre-test: February 1984
post-test: May 1984

Objective 2

As a result of participation, the percentage of students passing bilingual business skills classes be at least equal to that of the mainstream.

1. Instrument

School-wide uniform examination.

2. Data Analysis Procedures

Test for the differences between the two independent variables.

3. Time Schedules

See Time Chart included.

Objective 3

As a result of participation, 75% of the students enrolled in native language arts programs will complete successfully, the course content.

1. Instrument

"Prueba de Lectura" for Spanish speakers and teacher-made tests for those of Italian origins.

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2. **Data Analysis Procedures**

Calculation of per cent of students achieving a passing mark in the subject area.

3. Time Schedule

Calculation of students passing tests in January and June, 1984.

Objective 4

As a result of participation in the program, the percentage of students passing the substantive subjects will be as great as those of the mainstream students.

1. Instrument

School wide uniform examination or teacher made tests.

2. Data Analysis Procedures

Test for the differences between the two independent variables.

3. Time Schedule

Objective 5

As a result of participation students will demonstrate a rate of attendance which will equal or surpass the school wide rate.

1. Instrument

School and program attendance records.

2. Data Analysis Procedures

Test of difference between two independent variables.

3. Time Schedule

September 1983 - June 1984.

Objective 6

As a result of participating in the program the drop out rate of students will be at least 20% less than the drop out rate of the mainstream students.

1. Instrument

School attendance records.

2. Data Analysis Procedures

Comparison of drop out rates of program students with mainstream [illegible].

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3. Time Schedule

January and June 1984.

Objective 7

As a result of participation in the program 65% of the participating students seeking a part time job will obtain employment after school hours or during the summer vacation period.

1. Instrument

Program records and time cards.

2. Data Analysis Procedures

Calculation of the number of students seeking and finding employment.

3. Time Schedule

June - August, 1984.

B. Curriculum

Objective 8

The following curriculum materials will be developed:

An ESL curriculum for typing.

Bilingual curriculum for career exploration and job opportunities.

1. Instrument

Program's Resource Library.

2. Data Analysis Procedures

Tabulation of relevant materials developed.

3. Time Schedule

June 1984.

Objective 9

Individualized Learning Packets will be developed and revised and disseminated for at least four courses of study.

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1. Instrument

Program's Resource Library.

2. Data Analysis Procedures

Tabulation of relevant materials developed.

3. Time Schedule

June 1984.

Objective 10

All students enrolled in the program will attend on-site group guidance sessions related to personal and social growth and career education.

1. Instrument

Program records.

2. Data Analysis Procedures

Calculation of number of students attending sessions.

3. Time Schedule/Staff Responsibilities

September, 1983 - June, 1984/Bilingual guidance counselor.

Objective 11

80% of the participants will have developed a more positive self-image and appreciation of their Hispanic or Italian heritage.

1. Instrument

Program records of students attending and participating in cultural and extra curricular events and activities.

2. Data Analysis Procedures

Calculation of per cent of students participating in cultural activities.

3. Time Schedule

September 1983 - June, 1984.

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C. Staff Development/Parental Involvement

Objective 12

90% of the designated staff will participate in a program of professional visits and inter visitations.

1. Instrument

Program records.

2. Data Analysis Procedures

Tabulation of entries on staff attendance records.

3. Time Schedule

September 1983 - June 1984.

Objective 13

90% of the Project staff will establish effective communication with the parents of 80% of the pupils enrolled in the program.

1. Instrument

Program conference and home contact record.

2. Data Analysis Procedures

Tabulation of number of contacts between staff and parents.

3. Time Schedule

September 1983 - June 1984.

Objective 14

50% of the members of the Project Advisory Committee will attend at least 50% of the Committee meetings held during the school year.

1. Instrument

Attendance records of Project Advisory Committee.

2. Data Analysis Procedures

Tabulation of number of members attending committee meetings.

3. Time Schedule

September 1983 - June 1984.

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APPENDIX B

Instruction in English as a Second Language and English Reading

Course Title and Level*	Average Register Fall	Average Register Spring	Class Periods Per Week	Paraprofessional Assistance	Description	Curriculum or Material in Use
ESL 1	35	28	10	Yes	listen, speak, read, write level I	Access to English
ESL 2	23	22	10	Yes	listen, speak, read, write level II	Access to English
ESL 3	20	23	5	Yes	listen, speak, read, write level III	Lado III, graded exercise, reading text
ESL 4**	33	18	5	Yes	listen, speak, read, write advanced level	Graded exercise, Dixon selections for developing English skills
Writ. Clinic 1	37	25	5	No	Same as above plus composition	Writing by doing, novels and short story book
Writ. Clinic 2	-	25	5	No	Same as above	Same as above
E/F1	34	30	5	No	listening, speaking, emphasis on writing	Elem. Composition Practice Book 1
E/F2	34	34	5	Yes	listening, speaking, emphasis on writing	Everyday English Book 2 Elem. Comp. Pract. Bk1
E/F3	37	37	5	Yes	listening, speaking, emphasis on writing	Lado 3 Elem. Comp. Pract.
E/F4	35	34	5	No	listening, speaking, emphasis on writing	Guided Compositions Boskoff

*Classes are exclusively for program students.
**Two classes offered in the fall.

APPENDIX C

Instruction in the Native Language(s)

Course Title and Level*	Number of Classes		Average Register		Description	Curriculum or Material in use
	Fall	Spring	Fall	Spring		
SP. Native 1-2	1	2	38	37	listening, speaking, reading emphasis on writing	El Espanol al Dia Susana y Javier
SP. Native 3-4	2	2	38	39	listening, speaking, reading emphasis on writing	El Espanol al Dia Cuentecitos
SP. Native 7-8	1	2	30	31	Intro. to Literature	Garcia Lorca-3 plays
SP. 7/9-8/10	3	2	32	36	Intro. to Literature	Alejandro Casona's works La Barca sin Pescador
SP. 12 Native	2	2	34	35	Survey of S.A. and Sp. Lit.	Introducion a la Literatura Espanola
Adv. Placement Spanish Literature	1		25		Survey of S.A. and Sp. Lit.	Borges' work, works of Matute, Lorca, etc.
ADV. Placement SP. Lang. Skills	1	1	24	25	Advanced grammar and reading selections	Perspectivas, Ocho Mundoz, various reading selections
Italian 7/9-8/10	1	1	36	30	Grammar, review, intro. to lit.	Don Camillo, Italian heritage
Italian 12	1	1	38	38	Survey of Italian literature	Galdoni, Ritratto dell' Italia

*Classes are not exclusively for program students.

APPENDIX D

Bilingual Instruction in Subject Areas (Fall Semester)

Course Title*	Average Register	Language(s) of Instruction	Used for What % of Class Time	Criteria for Selection of Students	% of Materials in Native Language
Biology/Spanish**	38	Spanish/English	20/80	Interview by guidance counselor	20
Algebra 1/Spanish	10	Spanish/English	20/80	Students' interest	20
Algebra 3/Spanish	15	Spanish/English	20/80	Recommendation by teacher	20
Bilingual Sp. Math**	33	Spanish/English	20/80	Recommendation by teacher	20
9th Yr. Soc. St. Sp.	23	Spanish/English	20/80	Recommendation by teacher	20
10th Yr. Soc. St. Sp.	15	Spanish/English	20/80	Recommendation by teacher	20
Am. Studies 1 Sp.	26	Spanish/English	20/80	Recommendation by by teacher	20

*Classes were held for five hours each week.
**Paraprofessional present in class.

APPENDIX D (continued)

Bilingual Instruction in Subject Areas (Spring Semester)

Course Title*	Average Register	Language(s) of Instruction	Used for What % of Class Time	Criteria for Selection of Students	% of Materials in Native Language
Eco. Spanish	23	Spanish/English	20/80	Interview with guidance counselor	20
9th Yr. Soc. St. Sp.	23	Spanish/English	20/80	Teacher recommendation or student interest	20
Bil. Math Sp.**	33	Spanish/English	20/80	Teacher recommendation or student interest	20
Biology Sp.**	38	Spanish/English	20/80	Teacher recommendation or student interest	20
American Studies Sp.	26	Spanish/English	20/80	Teacher recommendation or student interest	20
Algebra 2 Sp.	10	Spanish/English	20/80	Teacher recommendation or student interest	20
Algebra 1 Sp.	15	Spanish/English	20/80	Teacher recommendation or student interest	20

*Classes were held for five hours each week.
**Paraprofessional present in class.

APPENDIX E

Specialized Courses

Course Title*	No. of classes		Average Register		Criteria for Selection of Students	Paraprofessional Assistance
	Fall	Spring	Fall	Spring		
Typing 1/2 (Spanish)	1	1	19	21	Teacher recommendation	No
Typing 1/2 (Italian)	1	1	5	5	Student interest	No
Office Skills 1/2 (Sp.)	1	1	9	3	Student interest	No
Computer Literacy/Sp.	2	2	26	26	Guidance counselor's interview	No
Computer Literacy/Ital.	1	1	6	6	Guidance counselor's interview	No

*All classes met five hours each week and were exclusively for program students.

APPENDIX F

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Teacher A	100	1976	B.A.		E.S.L.	24		18
Teacher B	20	1979	M.A.		Spanish	7	4	
Teacher C	100	1982	P.D.	Italian	Italian	15	10	
Teacher D	100	1978	M.A.	Math, Spanish Italian Bil.	Math, Spanish Bil. Italian Bilingual	7	3	
Teacher E	100	1981	B.A.		E.S.L.	16		11
Teacher F	20	1972	M.A.	Biology	French, Biology English	13	5	
Teacher G	20	1971	B.A.		Spanish	17	4	
Teacher H	20	1972	M.A.		Spanish	12	4	
Teacher I	20		B.A.		Spanish	5	3	
Teacher J	20	1983	M.A.	Italian	Italian	6	3	

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